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A REPORT OF THE FIRST ANNUAL MEETING OF THE NATIONAL SOCIETY FOR THE PROMO- TION OF INDUSTRIAL EDUCATION

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The National Society for the Promotion of Industrial Education was organized in New York, November 16, 17, 1906. Its great leaders (and it has great leaders) intended it to be a common meeting-ground for manufacturers, representatives of labor, social reformers, and teachers who recognize the industries as materials for education. The difficulties in the way of a society made up of such diverse elements are obvious. Each feels considerable distrust toward the other, or at least is inclined, as one party phrased it, to be "cautious." It is partly because of the conflicting and partial utterances heard from the same platform that the meeting, as a whole, was one of unusual interest. Because everybody heard so many ideas advocated that he could not accept, it was stimulating. And because the society is intended to be an organization which permits free expression, it certainly is one of great promise.

In submitting the following report, the writer is inclined to make few comments. It may not be out of place, however, to suggest to the reader the wisdom of looking for the germ of truth in the various statements, and likewise the importance of discovering the limitations of each party. For it is not the bad citizen that we have to fear so much as the good one who fails to discover the boundary line between those subjects upon which he speaks with and without authority.

The session Friday morning was presided over by Carroll D. Wright, president of Clark College, and former U. S. commissioner of labor. The subject under consideration was "The Apprenticeship System as a Means of Promoting Industrial Efficiency." The programme was so planned as to include ad-

resses from a manufacturer, a trades-union man, and a man from a technical school. In a few introductory remarks Mr. Wright stated that the old apprenticeship system which began to decline with the introduction of labor-saving machinery has given place to a new system of apprenticeship. Referring to this new system, Mr. Wright said:

It would be too much to insist that the apprenticeship system answers the whole demand for industrial education. It is quite as needless to insist that the industrial school furnishes everything in the way of vocational equipment that can be gained through a thorough apprenticeship system. What is needed is an enlightened system that shall secure for the youth all that can be gained from an apprenticeship and all that can be gained from modern schools for trades and industrial education generally. We need a training that will secure good trade people and good citizens.

Mr. W. R. Warner, of the Warner & Swasey Co., Cleveland, Ohio, spoke as follows:

A man without an education may be likened to an automatic traveling crane worth \$1.50 per day. Give the man an education and you raise his price. The old apprenticeship training is not obsolete, but it is changed. Today it is more specialized than formerly.

The motive of the manufacturer in regard to any form of industrial education is purely commercial; we need not try to disguise this fact. The motive of the schools is philanthropic. Can the two motives be combined?

Mr. Warner answered his own question in the affirmative and attempted to illustrate the good influence of the manufacturer over boys. He admitted that many boys failed, but said that there were failures in the schools. He criticized all our educational institutions as having too little of the practical, and teachers of technical schools as being inefficient. He insisted that pupils cannot think alone and that many teachers in technical schools know so little of practical operations that their instruction is of little value.

Mr. J. F. Deems, general superintendent of motive power, New York Central lines, spoke on "Trade Instruction in Large Establishments." He urged the need of industrial education at present and described the shops of the New York Central, where there are now six hundred apprentices employed learning the various trades in connection with railroad work. He believes

that it is best to educate the boy in the trade, not out of it, and that the trade school can never have the atmosphere of the shop.

Night schools are failures [he continued], instruction should be given during work hours when the men are under pay. The public schools can help in this education by giving more instruction in applied arithmetic, and in the useful laws of nature. The public schools should have a curriculum that will hold the boy in school; but the United States must look mainly to the apprenticeship system for its salvation.

Mr. James O'Connell, president of the International Union of Machinists, Washington, D. C., being absent on account of business, his place was filled by Mr. W. B. Prescott, former president of the International Typographical Union, who read a paper on "The Value of a Thorough Apprenticeship to the Wage-Earner."

The apprenticeship system [said Mr. Prescott] is a survival of feudalism; its object is not to make a man, but to make money. The foreman wants results and he wants them right away. They must appear on this month's balance-sheet. The trades-unions have been blamed for the decline of the apprenticeship system. The unions feel the need of more skill than such a system gives; they feel that this system sacrifices the boy's interests for quick profits. Under specialists a trade is cut up so that a boy can neither beg, borrow, nor steal a trade. Leisure is the basis of culture and workers must share in this. When hours are long a trade education is impossible. Under long hours there is a mental stagnation and brutalization.

As an illustration of what a trade-union can do in industrial education, Mr. Prescott spoke of the work done by the National Typographical Union.

The members of this union, feeling the need of greater skill, decided to lay the basis for it in a better education. The territory to be covered was the North American continent, and hence the suggestion to establish schools was rejected on account of the expense. It was decided, however, to establish a correspondence school, charging \$20 per annum for instruction and the necessary apparatus, and granting a rebate of \$5 to deserving students. Believing that the field of the printer as at present recognized should be expanded so as to include a knowledge of the principles of art and their application to the work of the printer, the correspondence school offered a course treating of these subjects. In this way it is hoped to restore to the printer's art the artistic qualities which it originally possessed. The school is open to all. Correspondence instruction enables the student to receive the criticism of experts during the period of instruction and the privilege of submitting problems for help at any later time.

The tragedy of the workshops [Mr. Prescott continued] is not so much the physical accidents as the mental stagnation. The motive of the Typographical Union is to keep the mind alive. The trades-unions are not opposed to industrial education, though they may be opposed to certain schemes masquerading under the name of education. They do not object to the study of economics, but they do object to instruction which leads students to think that Adam Smith spoke the last word on economic questions, not the first. What the unions are opposed to is not education, but subterfuges. The workingmen are interested in industrial education and should have a hand in it. Where are the students of your schools to come from if the working-class is against you? It behooves the friends of industrial education not to oppose labor. The skilled man is treated as an impersonal unit. He wants to be treated less like a prisoner of necessity and more like a free man. Soft words at public functions will not suffice. We must have an industrial education that is broad enough to offer opportunity to those who desire to improve.

Mr. Leslie W. Miller, principal of the Pennsylvania School of Industrial Art, Philadelphia, next spoke, on "The Necessity for Apprenticeships."

The apprenticeship system is not dead [said Mr. Miller], but its methods are refined and readjusted. If you think you are going to ignore this truth and transfer schoolboys into the workshops without getting articulated, you are making a tremendous mistake.

Industrial education in the elementary school is a waste of public money; the schoolmaster is extinct and the schoolmistress has it all her own way. If you think women are going to teach sloyd and weaving you are mightily mistaken. Why do *all* the little boys want to be put to the carpenter's tools? It is absurd on the face of it. Industrial education should be a matter of selection; select one and leave nine hundred and ninety-nine. It is a mistake to try to make skilled workmen out of schoolboys. I am in sympathy with Mr. Warren on this matter. The educational system has failed; it is a waste of public money. The apprenticeship system is not dead; it must be controlled. I would not underestimate the trade school, but you must first catch your boy. The apprenticeship idea must dominate; it is the method that will get most money.

The subject under discussion Friday afternoon was "The Place of the Trade School in Industrial Education." Dr. Henry S. Pritchett, president of the Carnegie Foundation for the Advancement of Science and president of the society, presided. The principal speakers were Mr. Charles F. Perry, director of the Public School of Trades, Milwaukee, Wis.; Mr. Milton P. Higgins, president of the Norton Companies, Worcester, Mass.;

and Dr. Graham Taylor, director of the Chicago Institute of Social Sciences, Chicago. Mr. Perry explained the workings of the trade school in Milwaukee, which is under the supervision of the board of education. He believes that the demand for skilled workers is not supplied and that trade schools can help supply this demand, but that they should not be run by private individuals for the exploitation of the youth.

Mr. Higgins said, "Our trade schools have been largely schools with a shop attachment. What they should be is shops with a school attachment. The shop of the typical trade school must be a productive one."

Dr. Graham Taylor insisted on the need of training in occupations from the kindergarten up.

By keeping boys and girls in the schools during the period from fourteen to sixteen years [he said] we safeguard the most dangerous period. By making use of industrial education in the schools, hereditary skill may be preserved and developed so that the trade and guild secrets may become the open secrets to all who will use them. The interests of the people must be safeguarded, however. The public must guard itself against an unlimited apprenticeship system, where the natural resources are monopolized. If by increasing the number of skilled workers we reduce the standard of living, you must not wonder that the leaders of the trades-unions are cautious in this matter. They have a right to protect their property interests in their skill. Trade schools should include in their curricula, in addition to what they now have, industrial history and psychology. One of the most serious difficulties in dealing with modern problems is that the parties have no perspective. More attention to the human elements in the problem would be of the greatest value. To discuss trade schools without reference to the co-operation of labor would be to discuss *Hamlet* with Hamlet omitted.

Among those who took part in the discussion were Miss Florence M. Marshall, director of the Trade School for Girls, Boston; Mr. Williston, of Pratt Institute, Brooklyn; and an instructor from the University of Cincinnati. Miss Marshall said that the untrained girl is a menace to our shops as well as to our homes and that where women workers are unskilled the type of civilization is low. Since so many women have charge of homes, Miss Marshall believes it wise to put the emphasis upon the duties of a director of consumption rather than upon those of the direct producer.

Mr. Williston stated that it was hardly right for manufacturers to call upon the state for that which they can provide themselves.

An instructor from the University of Cincinnati told of a most interesting experiment being carried on in that city by the co-operation of the university with the shops. Shops are used as a laboratory for the class instruction and thus far the results are gratifying.

With the exception of a stirring address by Mrs. Anna Carlén Spencer, of the Ethical Culture Society, N. Y., the education of girls was almost overlooked. This was due, no doubt, to the fact that the conception of industrial education in the minds of a majority of the speakers is that of a money-making device, limited to purely technical and trade ideas. Mrs. Spencer enumerated four fallacies underlying the belief that girls do not require an industrial education, and showed why their education presents a more complex problem than that of boys. She would have industrial training begin in the kindergarten and continue throughout successive years. She made a plea for a broad and simple foundation in the early years. "Keep your machine-shop away," she said, "until the child knows what life is."

At an after-meeting called by Miss Addams at Hull House to discuss the industrial education of women, Miss Marshall, director of the Trade School for Girls, Boston, was the principal speaker. She told of the training given in that school to girls from fourteen to sixteen years. Although Mrs. Raymond Robins and others attempted to turn the discussion into broader fields, most of the attention was given to a type of school which to many present seemed but a temporary device to tide a few destitute girls of a particular locality over a few years. Mr. Frank A. Manny, however, briefly indicated the meaning of a broader plan of industrial education and a gentleman from Helena, Mont., told of the action of that state in paying the expenses of children whose parents are not able to keep them in school.

Without attempting to outline the papers presented at the meeting held Saturday morning when the discussion centered

around "The True Ideal of a Public-School System That Aims to Benefit All," it may not be amiss to state that there were as many different views expressed as there were interests represented. One would have industrial training in the hands of the public schools; another would have the public schools have nothing to do with industrial training. Some would have the schools stand for culture; others would have nothing partaking of the nature of culture in the industrial schools. In the five minutes allotted to Miss Jane Addams she gave more that was really illuminating on the whole situation than was heard at any time during the meeting. Recognizing the value of industrial training from the earliest years on, she would have it in the public schools, having its character change with the changes that come in muscular control, in interests, and in intellectual power through natural growth. Thus she would, during the seventh and eighth grades, have more attention given to skill than formerly; and, from one point of view, the handwork of this period might be termed vocational training; but she insisted that it would be a bold teacher indeed who would attempt to decide what the future work of a fourteen-year-old child should be. She also spoke of the danger at present of having the schools *captured by the manufacturers* just as several decades ago they were captured by the business men. She attempted in the few moments at her disposal to show that there is no intrinsic opposition between industrial education and culture—between work and culture—and that the child, who, in connection with his industrial occupations, has the opportunity to learn of their origin and development and the social conditions which determine and are determined by them, is getting culture in the truest sense of the term.